



## **Managing lapses after questions: facilitator resources for securing progressivity during video based workshops**

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# Managing lapses after questions

## Facilitator resources for securing progressivity during video based workshops

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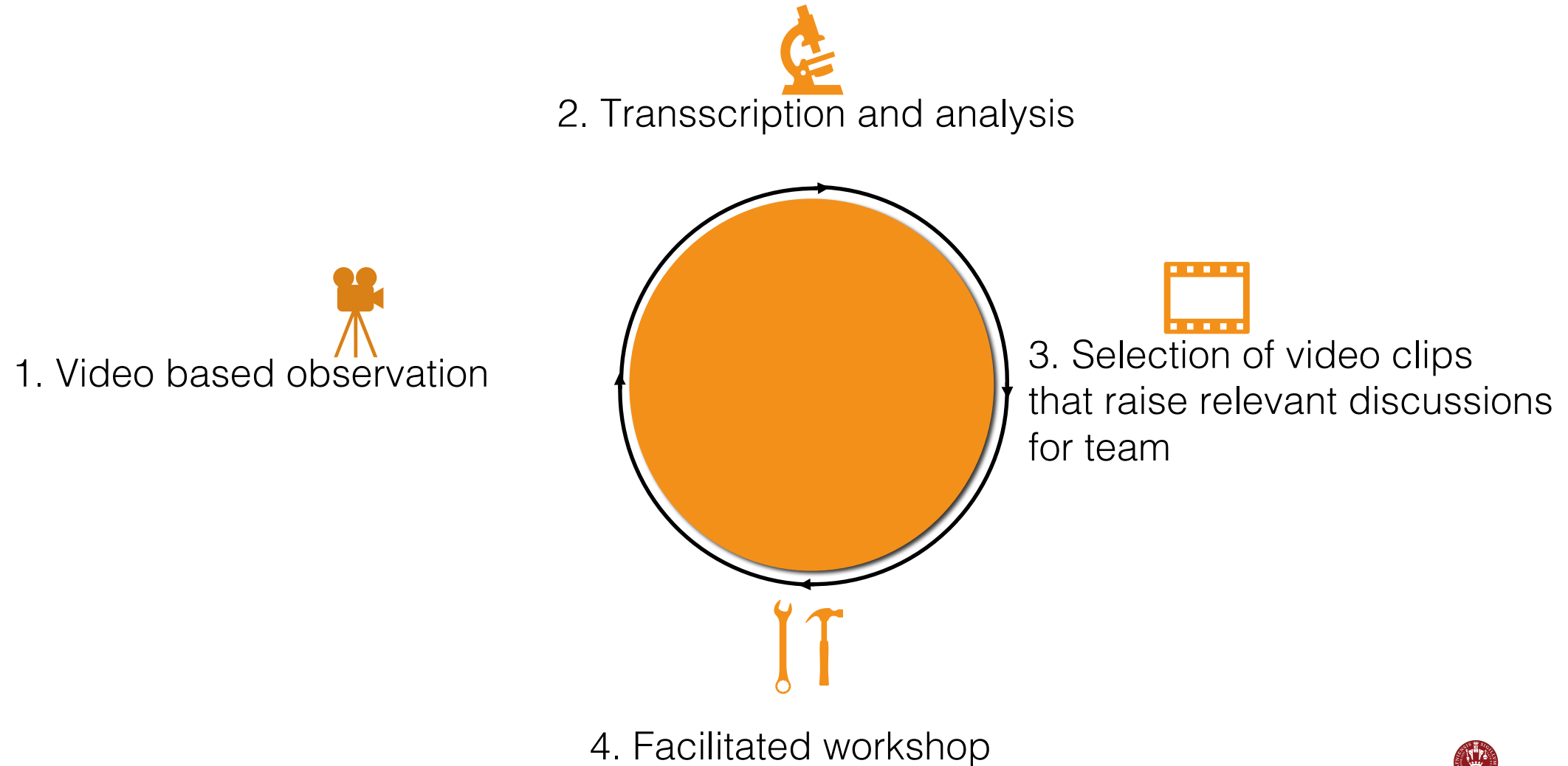
# Video Learning is a method where video clips are presented to participants to facilitate learning

- Format for “interventionist” (Antaki 2011) applied CA in professional practice settings

Inspired by:

- Video-based Reflection on Team Interaction (Due & Lange 2015)
- Conversation Analytic Role-Play Method (CARM, Stokoe 2014)

# The phases of the method





# The general theory of learning is based on situated learning

- Lave & Wenger
- Professional vision (Goodwin)



A recurrent sequence during the workshop are when the facilitator ask participants what they think after watching the clip

### **General interest**

- How to facilitate reflection?
- How to get people to engage in workshop activity?

### **Specific focus:**

- What happens after facilitator asks questions?
- How is silence during a lapse dealt with?
- What resources do facilitators employ to secure progressivity?



# A prototypical example of the sequence

After the clip has been shown

1. pair part. Facilitator: What do you think about that?  
What happens now?

(pause / lapse between turns)  
((faciliator manages the silence)) → HOW?

2. pair part. Participant: I think...

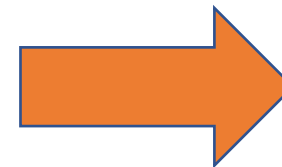
Nb. A gap is a short pause within a turn (inter-turn). A lapse is between turns (inter-sequence). (SSJ, 1974)

# We build on classic Conversation Analytical research on sequence organisation

- **Sequence organisation (Sacks, Schegloff, & Jefferson, 1974; Schegloff, 2007)**
  - Base sequence (adjacency pairs: question-answer with conditional relevance)
  - Expansions (pre-/insert-/post-). Particular insert-expansions as e.g. accounts before second pair part.
- **Openings (Schegloff, 1968; Schegloff & Sacks, 1973); particular questions as recipient designed; projecting next speaker**
- **Turn allocation: Speaker selects next or self-selection.**
  - Preference organisation, projectability, who is next? (Pomerantz, 1975, 1984; Schegloff, Jefferson, & Sacks, 1977; Bilmes, 1988; Robinson & Bolden, 2010)
  - Gaze (Kendon, 1967; Goodwin, 1980; Heath, 1986; Streeck, 1993; Haddington, 2006; Sidnell, 2006; Rossano, 2013; Kendrick & Holler, 2017).
- **Pause at Transition Relevant Places (Jefferson, 1983). A 'standard Maximum' Silence of Approximately One Second in Conversation.**
- **Repair: Preference for self-correction in first position (Schegloff et al., 1977)**
- **Institutional turn-taking system:** (1) Turn-taking organization; Overall structural organization of the interaction (3) Sequence organization; (4) Turn design; (5) Lexical choice; (6) Epistemological and other forms of asymmetry (Heritage, 2004; Heritage & Clayman, 2010; Schegloff, 1992)
- **The embodied and material world**
  - Semiotic ecology of simultaneously produced actions (Goodwin, 2000, 2007; Streeck, Goodwin, & LeBaron, 2011).
  - Embodied actions (gestures and posture). (Kendon, 1982, 2005; Streeck, 2009; 2017)
  - Using objects (Nevile, Haddington, Heinemann, & Rauniomaa, 2014)

# Of particular relevance is “Mobilizing Response” (Stivers & Rossano 2010)

- Response to adjacency pairs are “mandatory” and designed with type-matched responses (answers to questions) - or else treated as missing
- “We suggest that speakers mobilize response through the combination of multiple resources employed simultaneously: through the social action a speaker produces, the sequential position in which it is delivered, and through turn-design features that increase the recipient’s accountability for responding” (p. 4)
  - interrogative lexico-morphosyntax (question design)
  - interrogative prosody (intonation)
  - recipient-tilted episemic asymmetry (+knowledge)
  - recipient-directed speaker gaze



Facilitators typically do all this to mobilize response

(Couper-Kuhlen, 2010; Schegloff, 2010; Stivers & Rossano, 2010b, 2010a)

# ”Lapses: How People Arrive at, and Deal With, Discontinuities in Talk”

Lapses as the Conspicuous Absence of Talk

Two types described in mundane interaction:

1. By disengaging from interaction, participants show themselves to be unlikely next speakers and leave it to the remaining participants to self-select.
2. Through sequence recompletion, participants reoccassion the relevance of sequence completion even after possible sequence closure was already reached

Hoey, (2015)

*E.M. Hoey / Journal of Pragmatics 109 (2017) 47–63*

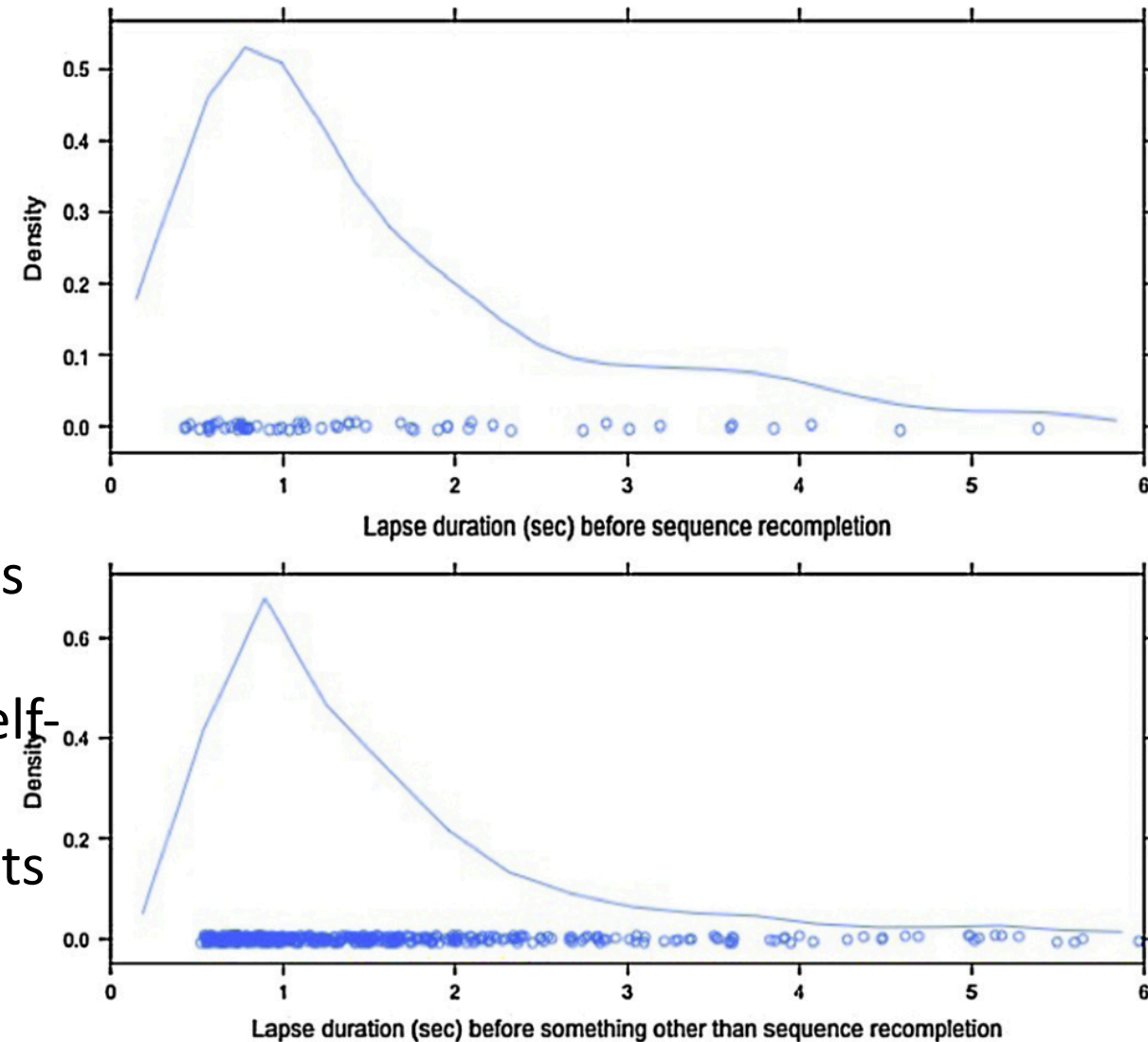


Fig. 1. Timing of sequence recompletion vs. non-sequence recompletion.

Confirming Jefferson

# What happens after the facilitator has mobilized response during Video Learning workshops?

## A simplest typology for actions in lapses (work in progress)

### Dealing with lapses

1. Disengaging as next speaker
2. Projecting next speaker by gaze
3. Departing from the open floor concept

We fill out a research lacuna by 1) expanding and providing detail to the typology and 2) tracking it in a institutional context

### Minimizing lapses

1. Sequence expanding (recompletion) to secure next speakership in the transition space



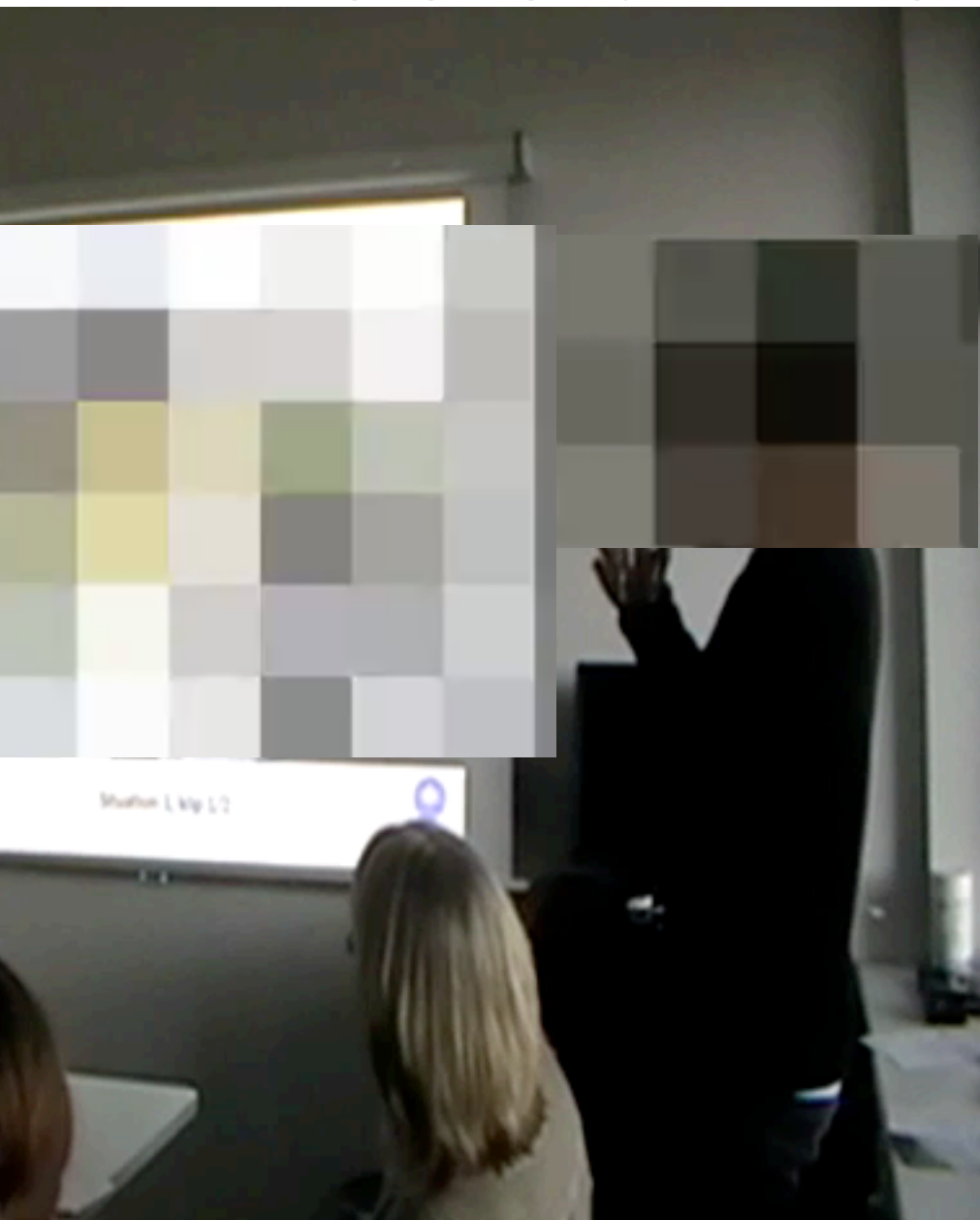
# Dealing with lapses 1

## Facilitator resources for disengaging as next relevant speaker

Disengaging: doing work to avoid speaking/being next speaker while still being engaged in the activity



# Disengaging by drinking (object-to-mouth)



15     **\*F:** hva sker der her  
           *What is going on here*

16           (0.9)

17     **\*F:** Hva tænker i >hva er det< (0.4) °der sker°  
           *What do you think >what is it< that happens*

18           (0.5)

19     **\*F:** (Nå ja) Nu skal jeg lige sige nu prøvede jeg det igennem  
           *(Oh yes) I have to say now that I tried it through*

20           og transskriptionerne her ser altså ikke (0.5) °shærlight flhotte ud°  
           *and the transcriptions her are not looking °particularly nihice°*

21           så måske ska jeg bare fortælle hva der står .h det her de:t en  
           *so maybe I should just tell what it says .h this here this is a*

22           transskription af det (navn) lige har sagt  
           *transscription of what (name) has just said*

23           (1.8)

24     **P**    >jaerh<  
           >yearh<

25           (10.0)

26     **\*F:** .t  
           .t

27           (2.6)

28     **\*P1:**           jamen ja de:t jo videndeling på et højt plan  
           *yesbut yes that is knowledge sharing on a high level*

29     **\*F:** mhm  
           mhm

30     **\*P1:**           som jeg ser det  
           *as I see it*

31     **\*F:** [ja  
           [yes

32     **\*P1:**           [ja

# Disengaging by taking hand-to-mouth



11 ((video clip ends playing, F turns gaze from screen to participants))

12 \*F: **Hva tror i der sker nu**  
*What do you think happens now*

13 (5.4)

14 \*P: **As::å der en der snakker om noget andet'**  
*Then someone talks about something else*

15 (.)

16 \*F: **Ja**  
*Yes*

17 \*P2: **s- så spørg (navn) (navn) hva vil du sige måske**  
*t- then (name) asks (name) what do you want to say maybe*

18 \*F: **ja**  
*yes*

19 (0.9)

20 \*P: **(Så er det godt) for de:t nemlig med uret**  
*( ) coz it's clockwise y'know*

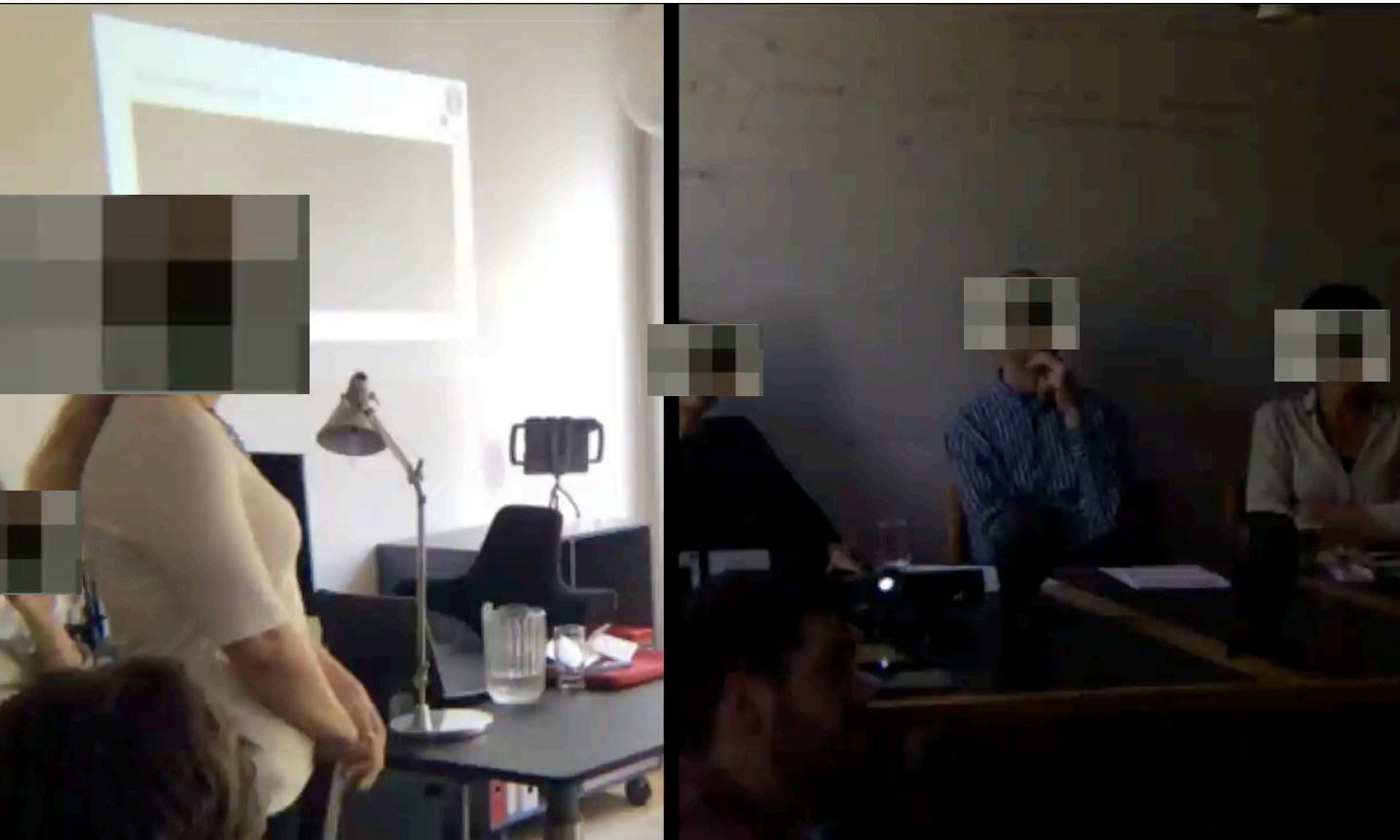
21 (0.7)

22 \*P: **j[eg] tror vi kører sådn rundt**  
*I think we go around like this*

23 \*F: **[ja]**

24 *[yes]*

# Disengaging by looking at paper



12 \*F: hva I tænker om om det her med rollefordeling og ansvar  
 13 *what you think of of this theme with division of roles and*  
 14 *(.) på: på jeres møder.*  
 15 *responsibility in: in your meetings.*

14 (2.5)  
 15 \*P: Helt klart et ø:h (.) velkendt mønster vi ser her  
 16 *Definitely a u:h (.) well known pattern we see here*

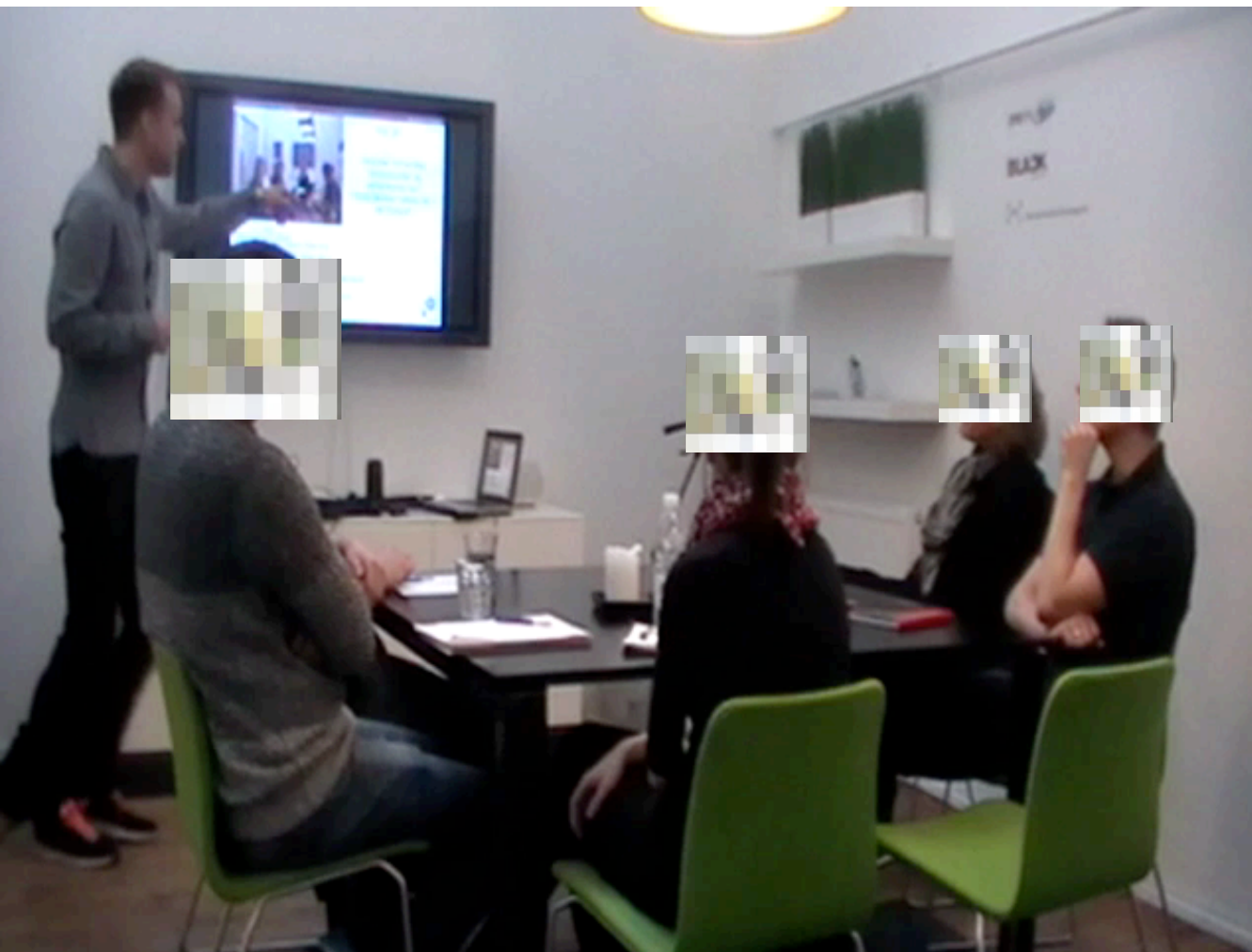
16 \*P2: mhm  
 17 *mhm*

17 (0.6)

18 \*P: .hh HE HE .H:: De:t selvfølgelig noget man godt kan tænke over  
 19 *.hh HE HE .H:: That is of course something you could think about*

19 altså ø:h (0.6) at der ligger en opgave  
 20 *that u:h (0.6) that there is a task*

# Disengaging by looking at screen



11 \*F: Den forhandling >af tidshorisonter og tids- ø:h arbejdspress altså  
 12 *That negotiation >of time horizons and time- u:h work pressure*  
 13 hvordan hvordan kan man gøre dem mere klar hvem gør hvad  
 14 *how how can one make them more clear who does what*  
 15 hvornår °°o så videre°°  
 16 *when °°and so forth°°*

17 (0.3)

18 \*F: ↑Godt. .h::: øhm::: Hva tror i der sker nu  
 19 *↑Good. .h::: uhm::: What do you think happens now*  
 20 (2.5)

21 \*F: I det næste kliph  
 22 *In the next cliph*  
 23 (3.5) ((maybe a "yeah" from a participant?)

24 \*F: De:r ble:vet spurgt i klip 1 klip 1 ø::hm Så var der  
 25 *A question has been asked in clip 1 u::hm Then there was*  
 26 pausen i klip to og nu er det så hvem spør du og så  
 27 *the pause in clip 2 and now it is "who are you asking"*  
 28 et svar som hvert fald måske nok ikke er det sidste  
 29 *and then an answer that is in any case maybe probably not*  
 30 der bliver sagt her. ja  
 31 *is the last thing that is said here. yes*

32 \*P: altså jeg tror  
 33 *well I think*

# Dealing with lapses 2

Projecting next  
speaker by gaze



# Projecting next speaker through silent pinpointing group gaze



11 (Video clip finishes)

12 (5.5)

13 \*F: Ja=  
Yes=

14 \*P: =(Jamen i ser mig i sidder og skriver i stedet for at  
=(Well you see me sitting and writing instead of  
15 kigge på dem)  
looking at them)

16 (1.5)

17 \*F: JA og hva: s- altså hva tænker du om det (uhørligt)  
YES and wha:t s- well what du you think about that  
(unhearable)

18 (0.3)

19 \*P: Jeg tænker at ø:h ((talk continues))  
I think that u:h ((talk continues))

# Projecting next speaker through disengaged neutral gaze and body posture



(Videoclip ends)

1. (3.1)

2. F. **hva tænker i (.) •når i ser det •↓**  
*what do you think (.) when you see it*

3. (1.2)

4. P. **jeg ser- (.) jeg synes den sidder lige i skabet**

5. *I see- (.) i think it's just perfect*

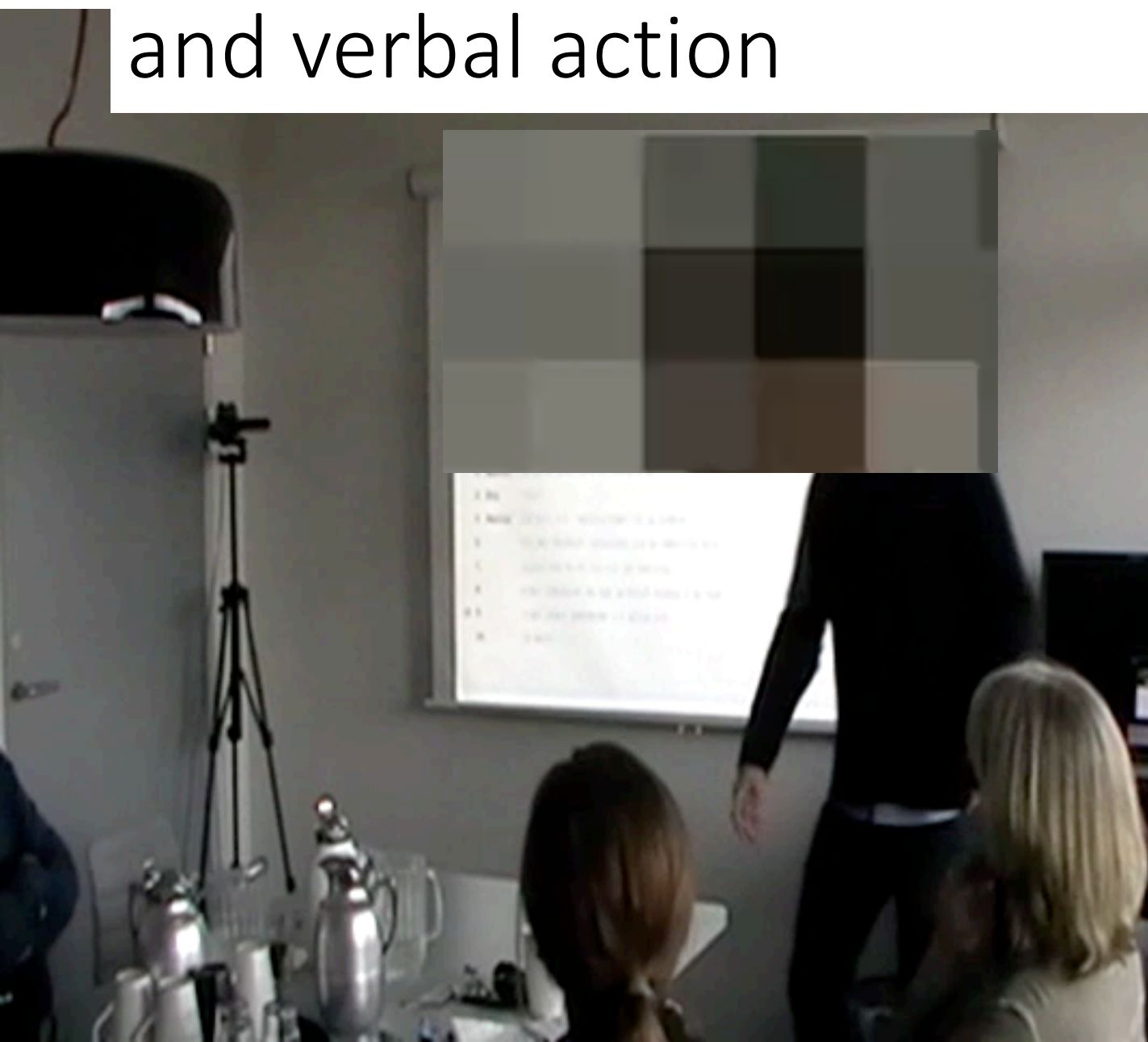
# Dealing with lapses 3

Departing from the  
concept of keeping the  
floor open – a deviant  
case



Ex7

# Selecting next through gaze, body posture and verbal action



11 \*F: (F griner) Hva ska der så ske nu

*(F laughs) What should happen now then*

12 (0.7)

13 \*F: Altså hva tænker i ø:h der sker nu >var jeg lige ved at sige<

*What do you think u:h happens now >i almost said<*

14 (2.0)

15 \*F: Tager i diskussionen eller siger i a::t ja det må I lige se på om i

*Do you engage in the discussion or do you say tha::t yes that you*

16 skal ha en anden model eller hvad sker der

*will have to see if you need another model or what happens*

17 (3.1)

18 \*F: .mt eller hvad forventer du (navn) når du siger (.) det kan du

*.mt or what do you (name) expect when you say (.) of course*

19 selvfølgelig ik huske men hva tænker du om det [at du siger

*you can't remember but what do you think about [that you say*

20 \*P3: [altså=

21 = li- lige nu tror jeg at (navn) tager over og siger en hel masse

*= righ- right now i think that (name) takes over and says a whole lot*

22 ((everybody laughs))

# Minimizing lapses

Facilitator resources for  
expanding the  
sequence to secure  
next speakership

# Inserted sequence: expanding by accounting in the transition space



- 11 \*F: >Har i u< umiddelbart nogen tanker om øh omkring den sårn ø:h Ja  
 >Do you< have any immediate thoughts about uh about the y'know uh
- 12 hvis i igen tænker sårn på på formuleringen (.) i hvert fald i det  
 If you think again on on the formulation (.) in any case in the top
- 13 øverste fra linie et og ned ø:hm så de:t jo selvfølgelig kun lige  
 from line one and down u:hm then it's of course only just
- 14 (name) og (name) her [som] ikke er tilsthehede .H: Men ø:h  
 (name) and (name) that are not prehesent .H But u:h
- 15 \*P: [Mm]  
 [Mm]
- 16 (2.6)
- 17 \*F: I må sige til hvis i har lyst til at se det igen. Ka vi også  
 Please tell me if you'd like to see it again. Also possible
- 18 (1.1)
- 19 \*P: >Altså-< (1.8) .h jamen jeg tænker at det ...  
 >Well-< (1.8) .h yesbut I think that it ...

# Ex9 Inserted sequence: expanding by self-repairing in the transition space



11 ((video clip plays))

12 \*F: Yes. .t Det e:r øh::m (.) slutningen på sekvensen

*Yes. .t That i:s øh::m (.) the end of the sequence*

13 lidt kortere se- ø:h situation i det hele taget end den anden

*a little shorter se- ø:h situation altogether than the other one*

14 .h Hvad ø:h hv- hva tænker når i ser det

*.h What u:h wh- what do you think when you see it*

15 (0.7)

16 \*F: Nu: der lissom °°>altså<°° vi er kommet til enden igen og der

*No:w there is °°>well<°° we are at the end again and there*

17 er en (0.8) beslutning

*is a (0.8) decision*

18 (1.1)

19 \*F: Ø:hm

*U:hm*

20 (1.2)

21 \*F: Ska i lige have lov til at se det igen så ø::::h

*Should you just be allowed to see it again then u::::h*

22 (0.3)

23 \*F: Jeg spiller det igen [å så tager vi snakken yes

*I will play it again [an' then we will talk yes*

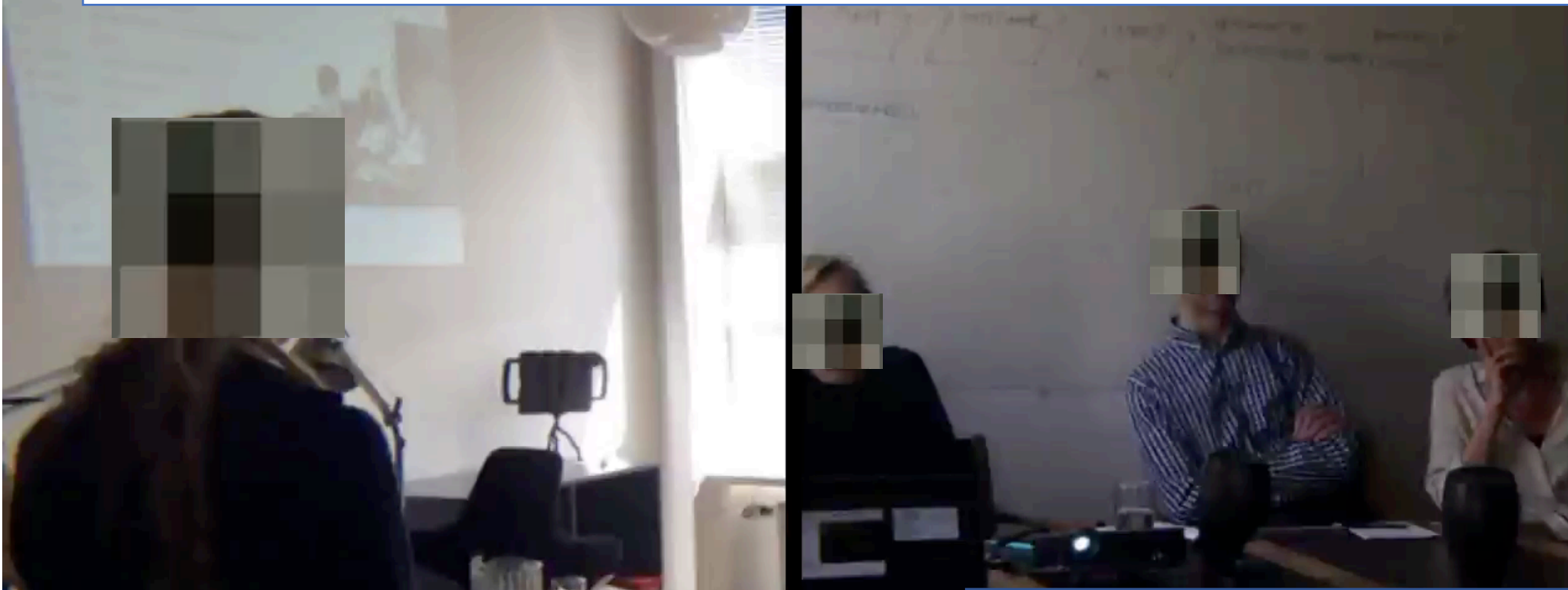
24 \*P: [mm

*[mm*



Ex10

# Inserted sequence: expanding by laughable mitigation in the transition space



11 \*F: Til det der har jeg lige lavet et spørgsmål ø:::h  
*For that I have prepared a question ø:::h*  
12 det tekst i kan se ude til venstre de:t det vi lige har  
*the text you can see to the left that is what we have just*  
13 set i videoen det bare for i kan huske hvad der sker  
*seen in the video it's so you can remember what happens*  
14 Så hvad tænker i umiddelbart når i ser det her klip  
*So what do you think immediately when you see this clip*  
15 (1.8)

16 \*F: Det store spørgsmål he[hehe.hhh  
*The big question he[hehe.hhh*  
17 \*P: [mmm  
[mmm  
18 (0.5)  
19 \*P: altså nu har vi været igennem en workshop i går så  
*well now we have been through a workshop yesterday so*  
20 ku jeg jo godt få en ide fra noget af det [((all laugh))  
*I might well get an idea from some of that [(all laugh))*  
21 [((all laugh))

Ex11

# Inserted sequence: expanding by reformulating the question



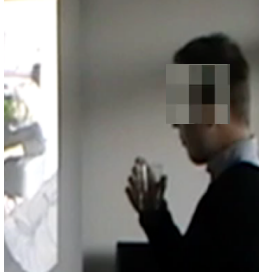
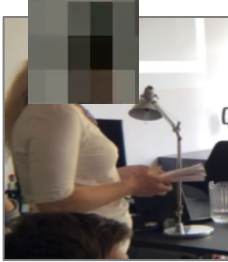

- 11 \*F: Hva: hva tror i der sker efter det her forløb i konsultationen=  
*What what do you think happens after this in the consultation*  
 12 =hva ville det næste være der sker  
*what would be the next that happens*  
 13 (1.0)  
 14 \*F: hvis i lige ku komme med [(uhørligt)  
*if you could offer a [(unhearable)*  
 15 \*P: [patientens bekymring=  
 16 *[the patient's concern*  
 17 \*F: =M:: ja  
*=M:: yes*  
 18 \*P2: Patienten vil være forvirret hva hva er ik godt  
*The patient will be confused what what is not good*  
 19 ((talk continues))

# Mobilizing response – dealing with and minimizing lapses. Overall findings

- Facilitators use multimodal resources to manage (necessary) lapses in the transition space to secure progressivity and next speakership at precise moments in the sequential organization.
- Longer than standard maximum of 1 sec = actions are “needed” for filling out the silence.
- During lapses: Participants often look away from the facilitator, they do not have eye contact in the PCP (also due to material setup). That’s why 1) dealing with lapses and 2) minimizing lapses

# Dealing with lapses

Embodied resources for disengaging as next speaker to keep the floor open

<b>Blocking the mouth</b>	<b>Object-to-mouth</b> ex1 	<b>Hand-to-mouth</b> ex2 
<b>Looking away</b>	<b>Looking-at-object</b> ex3 	<b>Looking-at-screen</b> ex4 
<b>Silent gazing</b>	<b>Pinpointing gaze</b> ex5 	<b>Neutral gaze</b> ex6 



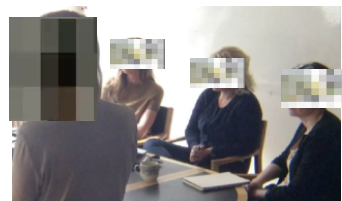
# Minimizing lapses: Facilitator resources for expanding the sequence to secure next speakership

## Doing extra interactional work

### Expanding by accounting

Ex 8

16 (2.6)  
17 \*F: I må sige til hvis i har  
lyst til at se det igen. Ka vi også

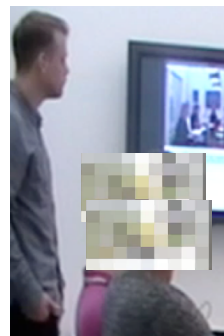


## Repairing

### Expanding by self repair

Ex 9

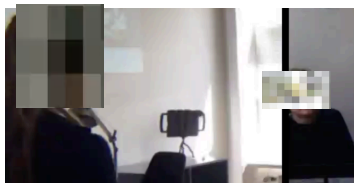
17 er en (0.8) beslutning  
*is a (0.8) decision*  
18 (1.1)  
19 \*F: Ø:hm  
*U:hm*  
20 (1.2)  
21 \*F: Ska i lige have lov til at se det igen så ø:::h



### Expanding by laughable mitigation

Ex10

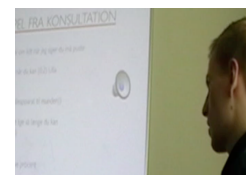
14 Så hvad tænker i umiddelbart når i ser det  
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see this clip*  
15 (1.8)  
16 \*F: Det store spørgsmål he[hehe.hhh  
*The big question he[hehe.hhh*



### Expanding by reformulating

Ex 11

12 =hva ville det næste være der sker  
*what would be the next that happens*  
13 (1.0)  
14 \*F: hvis i lige ku komme med [(uhørligt)  
*if you could offer a [(unhearable)*  
15 \*P: [patientens bekymring=  
16 [the patient's concern

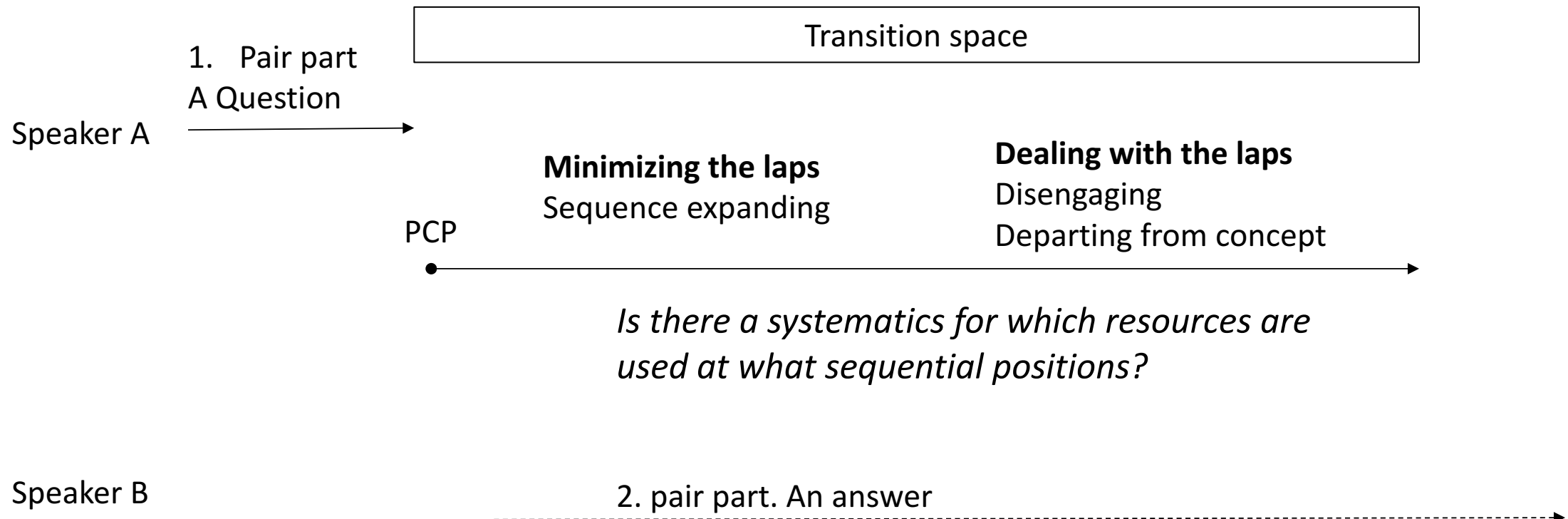


# Our contribution and future work within EMCA

Questions can mobilize response through different multimodal resources (interrogative lexico-morphosyntax; interrogative prosody; recipient-tilted epistemic asymmetry; recipient-directed speaker gaze) (Stivers & Rossano, 2010).

And probably more e.g. body posture?

- More details on how nextness after questions in this specific setting is accomplished. Could this model be qualified?



# Thank you

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